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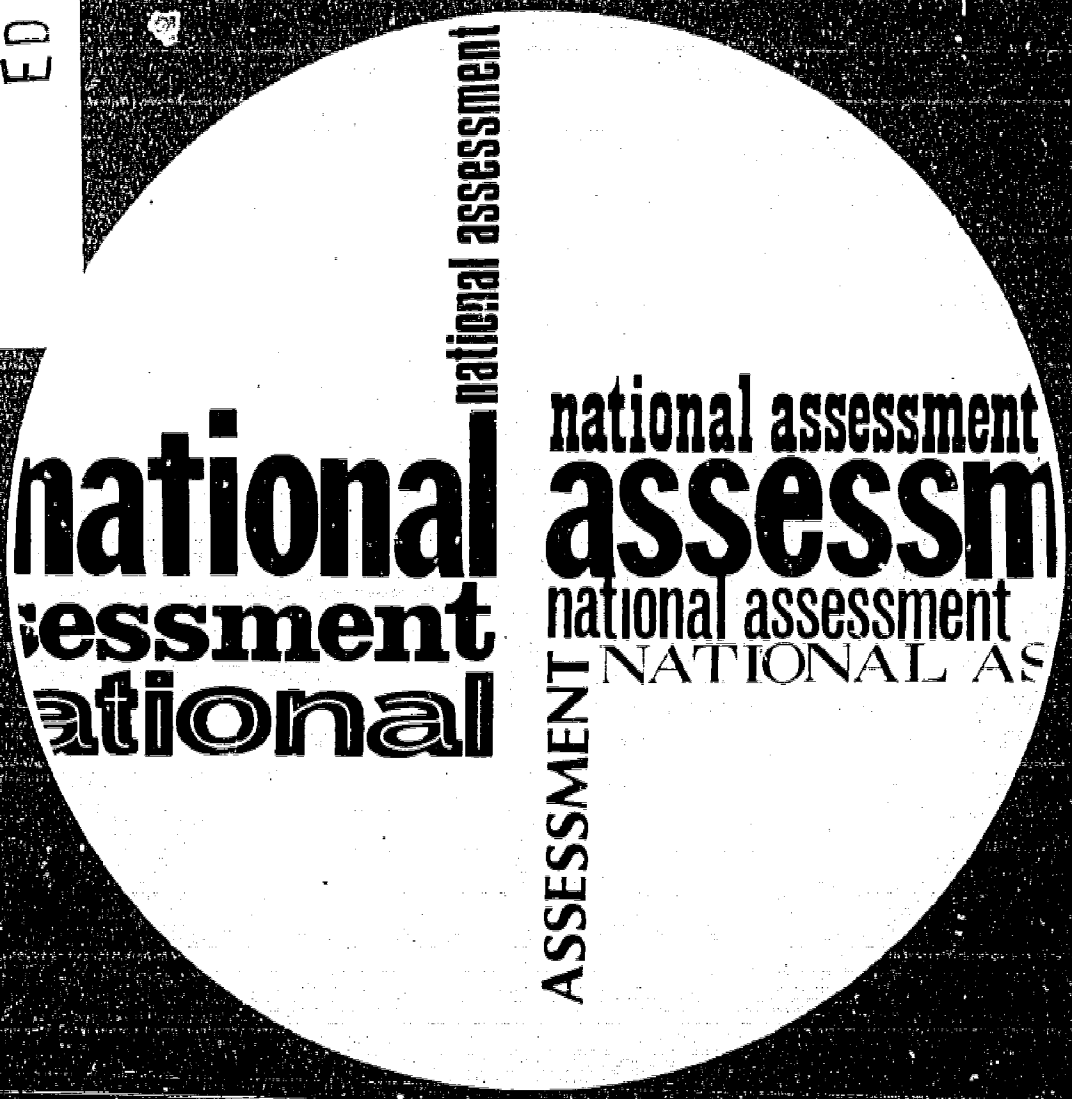
ABSTRACT

The revised educational objectives for citizenship are presented in this booklet. (The original nine objectives are listed in ED 033 871). Brief summaries of the history and goals of the National Assessment, the procedures for developing revised educational objectives, and the main changes in the citizenship objectives precede the outline of revised objectives. Revision, undertaken by the American Institutes for Research, implied making the necessary additions, deletions and changes for updating. Seven major revised objectives identified are: 1) show concern for the well-being and dignity of others; 2) support just law and the rights of all individuals; 3) know the main structure and functions of their governments; 4) participate in democratic civic improvement; 5) understand important world, national, and local civic problems; 6) approach civic decisions rationally; and 7) help and respect their own families. Under each objective are listed several sub-objectives and a variety of behaviors appropriate for four target age levels; 9, 13, 17, and adults. Appendices list staff and participants involved in revising the objectives. Related documents are: ED 049 112; ED 049 113; ED 063 196; and ED 068 407. (SJM)



National Assessment of Educational Progress

Citizenship Objectives

for

1974-75 Assessment

National Assessment of Educational Progress
Lincoln Tower
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PREFACE

The results released to the public by National Assessment in July 1970 marked the initial reporting based on the first year's assessment of 9-, 13-, and 17-year-olds and young adults between the ages of 26 and 35. National Assessment is now under full-scale operation, and reports are being made continuously as the project collects data describing the knowledge, skills, and attitudes attained by groups of young Americans.

The periodic release of results by National Assessment represents only one aspect of the project. Behind each report lies a complex series of activities that has been completed through the cooperation and participation of many specialists representing a wide variety of disciplines and a number of organizations specifically equipped to handle various operations. From developing educational objectives for a subject area to producing exercises that assess how well those objectives are being met, from constructing a broad and representative sample design to locating individuals in homes and schools throughout the nation for the assessment, from processing the mountains of data collected to finding meaningful ways in which the information can be presented – countless individuals have completed innumerable tasks before reports are ready for public release.

Nor are the reports that will be released in the next several years – when assessment in each of the 10 subject areas will be completed – in themselves the end result of the project. One of National Assessment's main purposes is to compare the educational attainments of groups of young Americans over time. An important use of the first data gathered for each subject area, therefore, is to provide benchmarks against which the results of subsequent reassessments may be compared to determine progress or decline.

The objectives in this booklet are those prepared for the reassessment in the area of Citizenship. These revised educational objectives for Citizenship are presented along with a summary of the history and goals of National Assessment. While the Citizenship objectives are only one part of the overall project, they are a vital and important part. The careful attention given to their development and refinement is typical of efforts made in carrying out other National Assessment activities. The project is an evolving one, and each activity is subject to continuous reexamination and refinement as National Assessment attempts to provide all those interested in what young people are learning with valuable information on the outputs of the American educational system.

Citizenship Objectives

CHAPTER 1

INTRODUCTION

The National Assessment is designed to furnish information to all those interested in American education regarding the educational achievements of our children, youth, and young adults, indicating both the progress we are making and the problems we face. This kind of information is necessary if intelligent decisions are to be made regarding the allocation of resources for educational purposes.

In the summer of 1963 the idea of developing an educational census of this sort was proposed in a meeting of laymen and professional educators concerned with the strengthening of American education. The idea was discussed further in two conferences held in the winter of 1963-64, and a rough plan emerged. The Carnegie Corporation of New York, a private foundation, granted the funds to get started and appointed the Exploratory Committee on Assessing the Progress of Education (ECAPE). The Committee's assignment was to confer at greater length with teachers, administrators, school board members, and other laymen deeply interested in education to get advice on ways in which such a project could be designed and conducted to be constructively helpful to the schools and to avoid possible injuries. The Committee was also charged with the responsibility for getting assessment instruments constructed and tried out and for developing a detailed plan for the conduct of the assessment. These tasks required four years to complete. On July 1, 1968, the Exploratory Committee issued its final report and turned over the assessment instruments and the plan that had been developed to the Committee on Assessing the Progress of Education (CAPE), which was responsible for the national assessment that began in February of 1969. In July, 1969, governance of the project was assumed by the Education Commission of the States, a compact of 44 states and territories whose purpose is to discuss and coordinate educational problems and activities.

In the early conferences, teachers, administrators, and laymen all emphasized the need to assess the progress of children and youth in the several fields of instruction, not limiting the appraisal to the 3 Rs alone. Hence, the first assessment includes 10 areas: Art, Career and Occupational Development (originally called Vocational Education), Citizenship, Literature, Mathematics, Music, Reading, Science, Social Studies, and Writing. Other areas may be added in the future. The funds available were not sufficient to develop assessment instruments in all fields of American education. The 10 chosen for the first round are quite varied and will furnish information about a considerable breadth of educational achievements.

Because the purpose of the assessment is to provide helpful information about the progress of education that can be understood and accepted by laymen as well as professional educators, some new procedures were followed in constructing the assessment instruments that are not commonly employed in test building.

These procedures are perhaps most evident and important in the formulation of the educational objectives which govern the direction of the assessment in a given subject matter area. Objectives define a set of goals which are agreed upon as desirable directions in the education of children. For National Assessment, goals must be acceptable to three important groups of people. First, they must be considered important by scholars in the discipline of a given subject area. Second, objectives should be acceptable to most educators and be considered desirable teaching goals in most schools. Finally, and perhaps most uniquely, National Assessment objectives must be considered desirable by thoughtful lay citizens. Parents and others interested in education should agree that an objective is important for youth of the country to know and that it is of value in modern life.

This careful attention to the identification of objectives should help to minimize the criticism frequently encountered with current tests in which some item is attacked by the scholar as representing shoddy scholarship, or criticized by school people as something not in the curriculum, or challenged by laymen as being unimportant or technical trivia.

National Assessment objectives must also be a clear guide to the actual development of assessment exercises. Thus, most assessment objectives are stated in such a way that an observable behavior is described. For example, one Citizenship objective for 17-year-olds is that the individual will recognize instances of the proper exercise or denial of constitutional rights and liberties, including the due process of law. Translated into exercise form, this objective could be presented as an account of press censorship or police interference with a peaceful public protest. Ideally, then, the individual completing the exercise would correctly recognize these examples as denials of constitutional rights. It should be noted, however, that exercises are not intended to describe standards which all children are or should be achieving; rather, they are offered simply as a means to estimate what proportion of our population exhibits the generally desirable behaviors implicit in the objectives.

The original objectives in Citizenship were developed in 1965, and were employed in the 1969-70 initial assessment in Citizenship. In preparation for the second cycle of Citizenship assessment, a review and revision of the objectives was initiated in 1969. The procedures employed in the redevelopment of objectives, and the revised Citizenship objectives resulting from this process, are described in the following sections.

CHAPTER II

PROCEDURES FOR DEVELOPING REVISED CITIZENSHIP OBJECTIVES

The task of revising the Citizenship objectives for the 1974-75 assessment was awarded to American Institutes for Research (AIR), Palo Alto, California. The purpose of revision was not to replace the old objectives with a new set but rather to make whatever additions, deletions, and changes in the old set were necessary in order to update them. As in the original development of objectives, AIR staff reviewed relevant literature and citizenship projects, and consulted a variety of advisors which included educators in public and private schools, political scientists, members of minority groups, representatives of all major regions of the country, and a variety of persons whose occupations offered relevant, practical experience in the area of Citizenship.

Mail reviews of the original objectives were conducted by National Assessment and by AIR in the summer of 1969. In August 1969 a group of consultants who had participated in the AIR mail review met with AIR staff to review proposed revisions based on the results of the mail reviews. The revised objectives in three subject areas — Citizenship, Science, and Writing — were reviewed by panels of lay persons convened by National Assessment in September 1969. These panels included persons with concerns in education from all walks of life, those directly involved in education such as parents, PTA members, school board members, and students, as well as those with broader community concerns such as businessmen and members of service organizations and other community groups. Following revisions based on recommendations from the lay review panels, the objectives were sent out for a final mail review. Persons participating in each of the reviews are listed in the appendices. The finished objectives do not necessarily reflect the individual views of all persons involved in the review process; however, they do represent as nearly as possible the consensus of opinion obtained from the review groups.

Seven major objectives or goals are identified in the revised Citizenship objectives. Under each major objective are listed several subobjectives representing the major kinds of behavioral achievements referred to by the general objective. Under each subobjective are listed a variety of behaviors which illustrate alternative ways in which the subobjective may be achieved at each of the four target age levels. Readers might infer, from the simple and absolute manner in which these behaviors are stated, that a person must exhibit these particular behaviors in order to be classified as a good citizen. These behaviors are not intended to be prescriptive definitions of good citizenship but rather to serve as illustrative examples. A behavioral example for a rural resident might not be at all feasible for an inner-city resident, and a person who does none of the things listed may well be achieving the subobjective in some way not included in the list of examples. The statements imply only that for most of the time, for most people, the behavior described illustrates achievement of the objective. The objectives and subobjectives, on

the other hand, are meant to be applicable to virtually the entire population of the nation. The main criteria for acceptance of any such objective are as follows:

1. Is it Citizenship?
2. Is it important?
3. Would a majority of concerned laymen understand and accept it as a worthwhile goal?

The objectives and behaviors are not intended as descriptive statements of what people are doing but rather as desirable goals or statements of what informed educators and lay people feel that citizens should be doing. It has been argued by some reviewers, for example, that very few people actually approach civic problems rationally (Objective VI). This may be true, but a general consensus exists that having more people approach such decisions rationally would be desirable. Critics have also stated that many of the objectives and behaviors listed are not relevant to the lives of the poor. However, it must be remembered that the objectives are indicators to guide the measurement of achievement. Underprivileged groups would probably agree that the objectives describe desirable outcomes even though it may be unreasonable for them to attempt to achieve these goals in the context of their own lives.

The main changes in the citizenship objectives prepared for the 1974-75 assessment may be summarized as follows:

1. For some subobjectives, reviewers identified important omissions at the 9- and 13-year age levels. Subobjectives and appropriate illustrative behaviors have been added for these age groups in several instances.
2. The substantive nature of civic problems was left implicit in the original objectives for the most part, except that international problems were spelled out in detail. The substantive description of major civic problems which a citizen needs to understand in order to act effectively has been expanded. In addition to extending problems of social conflict to include local and national problems, two other major problem areas affected by civic policy, namely, economic needs (poverty, employment, etc.) and environmental problems (pollution, etc.) have been specified.
3. In response to criticism that the objective on knowledge of government was too limited to textbook ideals, illustrative behaviors were added concerning knowledge of informal influences on government, sources of actual power, and bureaucracy. Effectiveness of citizen participation rather than effort alone was also emphasized.
4. Objectives dealing with personal development and voluntary personal relations were in many instances concluded to be too remotely related to citizenship to retain. These aspects of citizenship, while not eliminated, received less emphasis in the revised objectives.
5. The behaviors listed under a number of the original objectives seemed to emphasize middle-class values which might not be accepted as goals by other social strata of the nation. In several instances such behaviors were deleted or changed to examples with more universal appeal. For example, "controlling emotions in the face of criticism" was changed to "express emotions in nondestructive ways."

The objectives are intended to be a working guide for the difficult task of assessment, not a description of how an ideal citizen should spend his day. No one person could be expected to exhibit all of the specific behaviors included. But since the assessment is intended to describe the achievements of a wide population of citizens, not individual persons, this presents no problems. For example, it might be reported that "10 percent of 17-year-old boys in the country have served as leaders of a group engaged in civic activities." Such a result would not be intended to disparage in any way those 17-year-olds who felt they were not qualified to act in such a role or to imply that "the more time a person spends at civic pursuits, the better."

National Assessment objectives are not permanent standards of achievement; rather, they are intended to reflect the evolution of goals in education in response to the changing needs of the nation. Review of the objectives by concerned laymen, scholars, and educators as a first step in every assessment cycle will help to assure that the objectives are attuned to goals which our society values.

CHAPTER III

REVISED CITIZENSHIP OBJECTIVES

An Outline

I. SHOW CONCERN FOR THE WELL-BEING AND DIGNITY OF OTHERS.

A. Treat others with respect.
B. Consider the consequences for others of their own actions.
C. Guard safety and health of others.
D. Offer help to others in need.
E. Support equal opportunity in education, housing, employment, and recreation.
F. Are loyal to country, to friends, and to other groups whose values they share.
G. Are ethical and dependable in work, school, and social situations.

II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS.

A. Understand the need for law.
B. Recognize specific constitutional rights and liberties.
C. Defend rights and liberties of all kinds of people.
D. Encourage ethical and lawful behavior in others.
E. Comply with public laws.
F. Oppose unjust rules, laws, and authority by lawful means.

III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS.

A. Recognize basic governmental purposes.
B. Understand the organization of federal and state governments.
C. Know the political structure of their local community.
D. Recognize the relationships of different levels of government.
E. Recognize the importance of political opposition and interest groups.
F. Recognize that democracy depends on the alertness and involvement of its citizens, and know how citizens can affect government.
G. Know structure of school and student government.

IV. PARTICIPATE IN DEMOCRATIC CIVIC IMPROVEMENT.

A. Believe that each person's civic behavior is important, and convey this belief to others.
B. Favor organized civic action where it is needed.

C. Actively work for civic improvement.
D. Participate in local, state, and national governmental processes.
E. Apply democratic procedures effectively in small groups.

V. UNDERSTAND IMPORTANT WORLD, NATIONAL, AND LOCAL CIVIC PROBLEMS.

A. Understand social conflict among individuals, groups, and nations and the difficulties in achieving peace and social harmony.
B. Recognize how different civic policies may affect people's efforts to meet their economic needs.
C. Recognize major environmental problems and are aware of alternative civic solutions.
D. See relations among civic problems and particular events.
E. Generate good ideas about causes and solutions for civic problems.

VI. APPROACH CIVIC DECISIONS RATIONALLY.

A. Seek relevant information and alternative viewpoints on civicly important decisions.
B. Evaluate civic communications and actions carefully as a basis for forming and changing their own views.
C. Plan and organize civic tasks effectively.
D. Support open, honest communication and universal education.

VII. HELP AND RESPECT THEIR OWN FAMILIES.

A. Cooperate in home responsibilities and help provide for other family members.
B. Instill civic values and skills in other family members.

A Description

I. SHOW CONCERN FOR THE WELL-BEING AND DIGNITY OF OTHERS.

Respectful, considerate human relations are desirable goals in their own rights, and they also contribute to the shared goodwill which is necessary for democratic group action.

A. *Treat others with respect.*

Age 9 They respect those who differ from them in religion, national origin, race, social status, sex, age, clothing,

physical or mental abilities, or interests. Although they may seek solely the company of kindred spirits at certain times, most of the time they welcome the presence of others even though they may differ in the above ways, and they always accept the presence of such others in public places. They appreciate individual differences and do not tease and bully younger or unpopular children. They do not ridicule classmates when they make mistakes, are corrected by the teacher, or get bad grades.

Ages 13, 17, and Adult — (In addition to Age 9)
They respond to each individual on the basis of his own merits and actions, rather than relying on political and social stereotypes. They are courteous and attentive to what others say. They do not ridicule or intimidate others who are different or who disagree with them. Although they judge the behavior of others in terms of their own values, they try to understand the other person's actions from that person's viewpoint.

B. *Consider the consequences for others of their own actions.*

Age 9 — In the face of criticism, teasing, arguments, and failures, they try to express their emotions in nondestructive ways. They try not to injure or embarrass others. They remain quiet in school when others near them are trying to study. They enter an ongoing conversation in a way which interrupts as little as possible.

Age 13 — (In addition to Age 9)
They get approval from others before committing others in their plans. They have friendly relations with the opposite sex but know how pregnancy occurs and are aware of their own lack of readiness for parenthood.

Age 17 — In the face of criticism, teasing, arguments, and failures, they try to express their emotions in nondestructive ways. They try not to injure or embarrass others. They take care that their own activities do not disturb others unduly. They enter an ongoing conversation in a way which interrupts as little as possible. They coordinate their plans in advance with others involved. They have friendly, responsible relations with the opposite sex and are

aware of the great responsibility of pregnancy and child care.

Adult — (In addition to Age 17)
They anticipate possible effects on their families of heavy drinking, costly purchases, family quarrels, and other potentially harmful actions. They try to avoid habitual complaining, sarcasm, and other offensive habits for the sake of others who must live or work near them day after day.

C. *Guard safety and health of others.*

Age 9 — They report physical hazards, such as broken electrical wires, faulty equipment, and fire hazards. They know fire escape and water rescue procedures. They properly dispose of containers of medicines, cleansers, poisons, and other potentially dangerous products. They know how cleanliness may prevent the spread of germs; they know first aid practices and how to get emergency medical help. They set examples of safety at school and on the streets.

Age 13 — (In addition to Age 9)
They know how contagious diseases are spread and take preventive action, such as covering garbage or staying home when sick. They caution peers on the dangers of drugs, tobacco, and alcohol.

Age 17 — (In addition to Ages 9 and 13)
They instruct others in safety practices and set examples of safety at work and recreation. They drive carefully and avoid driving while under the influence of alcohol or drugs or when very ill or upset. They support efforts by private groups and government to promote public health, such as water safety and first aid courses, safer automobiles, regulation and labeling of drugs, and pollution control.

Adult — (In addition to Ages 9, 13, and 17)
If their property is used by others (e.g., apartments, offices, playgrounds), they keep it in safe and healthful condition. They comply with safety and health rules at work and in the community. They know how to turn on and off gas and electricity where they live in case of fire, flood, or other emergency and know procedures to follow in case of a major disaster.

D. *Offer help to others in need.*

Age 9 — They try to help anyone who is lost or in trouble, giving due consideration to their own safety; help instruct classmates who have been absent from school; help new students adjust to their school; help or console friends with personal problems; and help others in constructive achievements, such as learning to play sports or to use tools. They do not expect a tangible reward for every good act and do not dominate or patronize those they help. They approve of effective programs to combat poverty, illiteracy, unemployability, disease, alcoholism, and drug addiction. They offer to share food, transportation, or shelter to those who need it because of a temporary emergency.

Age 13 — (In addition to Age 9)
They offer to fill in for a sick friend (e.g., by baby-sitting or delivering papers), tutor a student who needs help, or defend younger children against bullies. They volunteer to aid others in constructive achievements, such as learning to play basketball, to play a musical instrument, or to find something in the library.

Age 17 — (In addition to Ages 9 and 13)
They organize, support, or participate in programs to combat poverty, illiteracy, unemployability, disease, alcoholism, and drug addiction both near home and abroad.

Adult — (In addition to Age 17)
They help anyone who is in need or in danger. Without being meddlesome, they know how to help orphans; unwed mothers; and victims of illness, abuse, addiction, etc., to contact appropriate professional help or rehabilitation centers. They help the handicapped to find employment and to live enjoyable lives. They help a new worker adjust to his job. They adopt needy children if able and organize community aid for families left destitute by misfortune. They console friends and share their successes and failures. They volunteer to aid others in constructive achievements, such as learning a language or building a park. They offer to share food, transportation, or shelter to those who need it because of a temporary emergency.

E. *Support equal opportunity in education, housing, employment, and recreation.*

Age 9 — They take opportunities to work and play in social settings where all socioeconomic and ethnic groups in their community are represented. They oppose segregation in any form which makes some people feel superior and others inferior.

Age 13 — (In addition to Age 9)
They know and disapprove of both obvious and subtle forms of discrimination in education, housing, employment, and public facilities, based on race, religion, sex, socioeconomic status, or ethnic group.

Age 17 — (In addition to Ages 9 and 13)
They are aware of the extent of unequal opportunity in their own communities, and they initiate, participate in, or support organized action to correct it, such as legislation, negotiation, or tutoring students. They prefer to buy from and work for businesses, trades, and professions which do not discriminate unfairly in their service and employment.

Adult — (In addition to Ages 13 and 17)
They oppose segregation in any form which makes some people feel superior and others inferior. They do not discriminate unfairly in their own employment or treatment of other employees.

F. *Are loyal to country, to friends, and to other groups whose values they share.*

Ages 9 and 13 — Any group with which they voluntarily identify can count on their support, unless the group adopts goals and actions contrary to the individual's important values or violates the rights of others. They are willing to give constructive help at any time and, in times of crisis, to devote much of their own time and effort to friends, family, or larger groups. They defend the group or friends against unjust accusations. They feel allegiance to their country and identify with its ideals, achievements, and symbols, while remaining free to criticize it.

Ages 17 and Adult — (In addition to Ages 9 and 13)
They are willing to serve the nation through the Peace

Corps, VISTA, or some other social service or military agency.

G. *Are ethical and dependable in work, school, and social situations.*

Age 9 — They are considerate and prompt in keeping appointments. They keep promises and can be trusted with work and school responsibilities appropriate to their age. They correct their own errors and do not blame others for their mistakes. They try to see that credit is given where due, and that everyone gets a fair share of participation and reward. They admit the limits of their own knowledge and experience and accept corrections and decisions of authorities. They try to choose other students for special roles and tasks on the basis of the student's interest and ability rather than solely on the basis of friendship or popularity.

Age 13 — (In addition to Age 9)
At school or work, they follow agreed upon procedures and schedules and persevere until a job is completed. They are willing to work extra hours on occasion and to undertake additional responsibilities. They start new tasks without having to be told, check work for mistakes, and use initiative to find better ways of achieving work goals.

Age 17 — (In addition to Ages 9 and 13)
They assume integrity and good intentions of other citizens and public officials unless there is clear contrary evidence.

Adult — (In addition to Age 17)
They adhere to their own ethical codes rather than giving them lip service only. They repay debts; pay bills and taxes as promptly as possible; live up to pledges to church, charities, or other organizations. At work they follow agreed upon procedures and schedules. They take pride in the quality of their workmanship, services, or products. They are willing to work extra hours on occasion and to undertake additional responsibilities. They start new tasks without having to be told, check work for mistakes, and use initiative to find better ways of achieving work goals. They are careful and prompt in keeping appointments. They correct their own errors and do not blame others for their mistakes. They try to see

that credit is given where due. They admit the limits of their own knowledge and experience and accept corrections and decisions of authorities.

II. SUPPORT JUST LAW AND THE RIGHTS OF ALL INDIVIDUALS.

All gain by having a society governed by laws which are just, for chaos and disorder affect the freedom and safety of citizens of every age. Since law can also be oppressive, it is important to protect individual rights and freedoms by just laws as well as to legislate for the common good. Any one case in which a citizen is deprived of constitutional rights or liberties sets a precedent for future erosions of the rights and liberties of all individuals.

A. *Understand the need for law.*

Age 9 — They know that laws and rules can be made to help protect all individuals from unfair treatment and to protect their rights, freedoms, and safety, even though in fact laws sometimes have the opposite effect.

Age 13 — (In addition to Age 9)
They understand the value of public written law which supersedes individual authority. They recognize the purpose of the Bill of Rights as preventing unwarranted power of the state or other groups over the individual. They know that law can be misused to increase the privileges of a few or properly used to prevent this. They recognize the dangers of unfettered violence and gang warfare.

Ages 17 and Adult — (In addition to Age 13)
They try to dissuade groups or crowds from irrational, unlawful violence. They know that law can serve to: protect individual rights, liberties and safety; protect property; restrict and define punishment; limit the political power of individuals and groups having economic or military strength; insure deliberation rather than hasty, ill-considered social or governmental change; provide a means of redress for the individual; and provide rules by which business and social agreements can be made fair and dependable. They recognize the potential value of applying law to international relations as well.

B. *Recognize specific constitutional rights and liberties.*

Age 9 — They value others' right to choose their own friends, activities, and political views. They respect the

privacy and personal property of others. They recognize that everyone, regardless of his status, has the right to say what he believes, practice his own religion, get fair treatment under the law, and have a fair trial if accused of a wrong act.

Age 13

(In addition to Age 9)
They know that the law assumes a person to be innocent unless proved guilty. They know that the U.S. Constitution and the Bill of Rights protect basic rights for all Americans. They understand that rights are not simple absolutes and are often in conflict with each other or with the general welfare (e.g., property rights vs. zoning or fair housing laws). Given a concrete example of any of the following, they recognize it as a denial of a constitutional right:
—denial of voting privilege, as by intimidation or unfair test
—censorship of the press, mass media, and public speech
—a public official applying the law unequally on the basis of race, social status, or political views
—the government or a powerful person forcing a particular religion or political viewpoint on individual citizens
—illegal search, arrest, or detainment
—police interference with legal assembly in a public place to peacefully protest an injustice

Ages 17 and Adult

(In addition to Ages 9 and 13)
They believe people should be able to choose their own work, change residence freely, and criticize the government publicly. Given a concrete example of any of the following, they recognize it as a denial of a constitutional right:
—intimidation of a public figure (e.g., a policeman) or his family because of an unpopular act done in the line of duty
—invasion of privacy without public justification or gravity of purpose
—denial of a speedy and fair trial by procedures designed to minimize unjust punishment (counsel, an impartial jury, witnesses, right of appeal, etc.)
—denial of someone's effort to seek legal redress of a grievance

C. *Defend rights and liberties of all kinds of people.*

Ages 9 and 13 — In class or play situations, they defend others' right to be heard and to participate, no matter how unpopular the view or the person expressing that view.

Ages 17 and Adult — In addition to defending the constitutional rights of people like themselves, they defend these same rights for other ethnic groups, the unpopular, or persons whose views they despise. They raise objections, circulate petitions, or write letters to editors and congressmen if a community denies equal protection to anyone within its jurisdiction. They protest harrassment of the poor, youth, transients, minorities, or other groups. They defend the right of a person with very unpopular views to express his opinion, and support the right of "extreme" political or religious groups to express their views in public in a peaceful manner. They defend the rights of the accused to a fair trial with due process of law, whether or not they believe him guilty. They support government action to insure the rights and liberties of all kinds of people.

D. *Encourage ethical and lawful behavior in others.*

Ages 9 and 13 — They learn rules and laws at a general level and discuss with peers the morality of each other's behavior in this connection. They question the source and limits of authorities' responsibilities and power when these are in doubt. They refuse to participate in unethical group activities, such as conspiring to blame another for their own misdeeds.

Age 17 — They are informed and inform others about laws and regulations and the reasons for them. In cases of doubt they question the source and limits of authorities' responsibilities and power. They condemn failure to enforce laws, especially when such failure denies equal rights to some citizens. They praise or reward others for taking an ethical stand. They openly support civic officials who perform their duties with high competence. They do not condone lawbreaking, and avoid tacit approval of friends' unethical or illegal behavior, calling attention to bad consequences and suggesting alternative actions. They refuse to participate in unethical group activities.

Adult (In addition to Age 17)
They praise children for ethical behavior, such as returning excess change or found articles. They seek opportunities to commend or reward citizens and leaders who model good ethics, e.g., by writing letters to newspapers or magazines, speaking in support of their actions on T.V. or radio or at public meetings, communicating to them personally through letter, telegram, phone call, or face-to-face contact. They serve as models of fairness in business and work.

E. *Comply with public laws.*

Age 9 They obey traffic safety laws. They comply with reasonable school regulations. They do not litter or deface public property. They do not steal or disturb others' possessions, and they return borrowed articles. They obey trespass laws and do not participate in vandalism. They report truthfully to authorities facts relevant to a crime, accident, conflict, or danger which they observed. They do not seek preferential treatment, as by feigning illness, or exerting parental influence.

Age 13 (In addition to Age 9)
They do not threaten violence or assault others.

Age 17 (In addition to Ages 9 and 13)
They obey public laws and regulations unless the law is grossly unjust or unconstitutional. They obey laws on income taxes, employment, drinking, obtaining licenses, driving, etc. They do not knowingly buy stolen property. They comply with the spirit as well as the letter of just laws. They serve as a witness in court, give relevant information to school officials and police investigators, assist police or public authorities in other ways when requested.

Adult They obey local, state, and federal laws and court orders, unless compliance involves an obvious and gross injustice; as examples, they pay taxes honestly, and they honor contracts. They report facts truthfully to authorities when at the scene of an accident or crime, after observing illegal behavior, or when others are in danger. They serve as a witness in court, give information to school officials and police investigators, and assist police or public authorities in other ways when requested. They serve willingly on juries. They do not: defraud, steal, or destroy others'

property; bribe officials or misuse special influence; overcharge for their services; create a public danger or nuisance; commit crimes of violence. They comply with the spirit as well as the letter of the law, rather than pushing the limits of the law as far as they can for personal gain.

F. *Oppose unjust rules, laws, and authority by lawful means.*

Age 9 They recognize that behavior may be legal but not ethical and believe it is right to call attention to unjust rules or laws. They report illegal or irresponsible acts to their parents or other authorities. If they think a rule is unjust they protest openly rather than simply disobeying covertly.

Age 13 (In addition to Age 9)
They recognize that some rules and laws are unjust and believe it is right to try to correct them by lawful means. They call attention to specific injustices by discussions, appeals to authority, letters, petitions, and peaceful protest assemblies.

Age 17 (In addition to Ages 9 and 13)
They use proper channels of appeal for proposing changes, e.g., class meeting, student council, teacher, principal, parents, PTA, school board, superintendent of schools, the courts, or elected representatives. They do not attempt to change by threats to the opposition, mob action, or irrelevant slander or smear. Only if all lawful channels have been exhausted and the injustice is quite serious, do they consider resorting to civil disobedience to try to change an unjust law or policy; in any case they do not take action which unreasonably endangers the welfare of others, and they are willing to take the legal consequences of civil disobedience. They publicly oppose specific irresponsible acts of school and public officials by calling them to attention, discussing them with parents, or reporting to authorities. Examples of irresponsible acts: overlooking criminal actions; misuse of school or public funds; suppression of minority or opposition political groups; unjust administration of a rule or law; police irresponsibility or favoritism; political reward given without regard to merit or public welfare; ticket-fixing; a teacher failing or punishing a student unfairly.

Adult — They recognize that some rules and laws are unjust and believe it is right to try to correct them by lawful means. They call attention to specific injustices by discussions, appeals to authority, letters, petitions, and peaceful protest assemblies. They know and use constitutional methods of seeking to change laws, policies, and official decisions which are unjust (not merely inconvenient); they work through appropriate channels such as the courts, city council, legislative hearings, school board, grievance committees, supervisors, congressmen, or the leaders of any group. They do not attempt change by threats to the opposition, mob actions, slander, or smear. They resort to civil disobedience to try to change an unjust law or policy only if lawful channels have been exhausted and the injustice is quite serious; even then they do not take action which unreasonably endangers the welfare of others. They are willing to take the legal consequences of civil disobedience. They oppose specific irresponsible acts of public officials (such as those listed above for Age 17) by calling them to public attention, reporting to authorities, or petitioning.

III. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF THEIR GOVERNMENTS.

Citizens must be familiar with the working of government and the channels through which they can exert influence if they are to participate effectively in governmental processes. Nine-year-olds are not expected to have detailed knowledge of government, but they should understand the basic functions of government. Although 13-year-olds are not expected to have the same sophistication of knowledge as 17-year-olds, they should have a basic understanding of and interest in government.

A. *Recognize basic governmental purposes.*

Age 9 — They recognize that people establish governments to make laws and help maintain peace and order; to protect rights and liberties; to provide services for the general well-being; and to provide protection from outside forces. They also recognize that government sometimes fails to achieve these purposes, e.g., rights have not been protected, internal order and international peace have not been maintained. They recognize that we have governments at the local, state, and national levels; that the national government deals with other nations, e.g., makes agreements

and defends the nation from invasion; and that most governmental leaders are elected by the people or appointed by these elected leaders.

Age 13 (In addition to Age 9)
They know that the governmental powers are limited by the people (through the Constitution).

Ages 17 and Adult (In addition to Ages 9 and 13)
They understand that government is a formal structure enabling the people to reach agreement on goals and plans for the common good and through which they can make laws and carry them out, that through government a whole community or society can undertake organized action to solve social problems.

B. *Understand the organization of federal and state governments.*

Age 9 They recognize that elected representatives make laws; that the president (or governor) directs the carrying out of these laws; who the president and governor are; and that courts resolve disputes about the law.

Age 13 (In addition to Age 9)
They understand that having different branches of government responsible for different functions allows each to limit the power of the other. They know that many appointed officials have an important voice in government policy and that the chief executives have many agencies which help them in carrying out the laws.

Ages 17 and Adult (In addition to Ages 9 and 13)
They know how powers are traditionally divided between legislative, executive, and judicial branches but that the powers today are often shared, e.g., the executive initiates most major legislation, and the courts influence implementation of legislation by interpretation. They know that nationally the legislative branch is made up of two houses representing the people of different states in their passage of laws, taxes, and appropriations; that their state has (one or) two houses similar in function to the national Congress; that the president directs most military and foreign action; that executive functions

are implemented through various agencies; the names and functions of the principal state and federal executive agencies; that "checks and balances" between the branches (president can institute or veto legislation, Congress approves presidential appointments, courts review constitutionality of laws and executive acts) have helped to prevent abuse or overconcentration of power; but that other factors such as personal motives and economic power also affect government action in reality. They are aware of the importance of the committee system in legislative bodies and that committee control is in fact determined mainly by seniority. They know that executive agencies often act to preserve or increase their own power beyond their original scope or purpose. They are aware that government policies, powers, and functions continue to change gradually.

C. *Know the political structure of their local community.*

Age 9 — They know what the major offices and activities of their local government are.

Age 13 — (In addition to Age 9)
They are aware that various unofficial as well as official groups may have some influence on their local government.

Age 17 — They know the functions of officers and major departments of local government. They recognize the many kinds of official and unofficial interest groups (e.g., labor unions, church groups, service, business and farming organizations, neighborhood and women's groups, and prominent industries) which exert influence on their local government.

Adult — (In addition to Age 17)
They know whether principal offices are elective or appointive and generally how the local government conducts its business.

D. *Recognize the relationships of different levels of government.*

Age 9 — They know that national, state, and local governments share some of the same concerns and functions, such as making and executing laws, promoting education and health, and preventing crime.

Ages 13, 17, and Adult — They recognize that among the state and local governments' chief concerns are public education, health and safety, welfare, employment, crime, public utilities, transportation, conservation, pollution, and land development; that federal government shares some of these functions and deals with foreign affairs, national security and defense, interstate affairs and problems, and research and development in science and human affairs; that the different branches of government (executive, judicial, legislative) are quite similar at state and national levels and are found in local government as well; that the powers of each level of government are limited; and that where levels of government are in conflict, the law of the larger body prevails.

E. *Recognize the importance of political opposition and interest groups.*

Age 9 — They know that there are two major political parties but that smaller parties do exist. They know that party membership is voluntary and that parties complete to fill public offices.

Age 13 — (In addition to Age 9)
They know the values to a democracy of having competing political ideas and interest groups, namely, to prevent one group from getting too much power, and to enable a wider range of ideas to influence public policy makers. They know that candidates of the two major parties fill nearly all state and national elective offices. They know that economic power usually brings political power and vice versa and that public exposure via mass media is an important source of power.

Age 17 — (In addition to Ages 9 and 13)
They are aware that great concentration of military or economic power can lead to political domination or dictatorship. They recognize the main organized interest groups which lobby in the state and national capitals and the contrasts between opposing interests (e.g., rural vs. urban, labor vs. industry). They recognize that these interest groups often have a decisive effect on government action, usually in the direction of further enhancing their own power.

Adult (In addition to Ages 9, 13, and 17)
They know how candidates and platforms are selected locally and nationally. They recognize the main tendencies distinquishing Republican and Democratic policies nationally and are aware that wide regional or factional differences exist within each party.

F. *Recognize that democracy depends on the alertness and involvement of its citizens, and know how citizens can affect government.*

Age 9 They believe it is good for each person to take part in government. They understand the reasons for elections and the secret vote. They recognize that bringing competing ideas and candidates into public view enables citizens to choose the leaders and laws they prefer.

Age 13 (In addition to Age 9)
They understand that all services of democratic government must be paid for, largely through taxes. They know of abuses and inefficiences in government that can be reduced if citizens are alert and act to correct them. They understand elections and the secret vote. They recognize the following as additional proper ways for citizens to influence government policy: to write or talk to public officials, to have private or public discussions of civic matters, to join and work with political parties and interest groups, to petition, and to hold public office.

Age 17 (In addition to Ages 9 and 13)
They support participation in government and disapprove of apathy and alienation from government. They are aware of the processes of initiative, referendum, and recall. They recognize the following as additional proper ways for citizens to influence government policy: to communicate views through newspapers, radio, television, and group meetings and to protest peacefully such as by marching or picketing. They know how to identify and communicate with their elected representatives in local, state, and national governments.

Adult (In addition to Ages 9, 13, and 17)
They know that political campaigns cost money, that candidates feel obligated to their supporters, and that

many small contributions may help limit the political influence of the few large contributors.

G. *Know structure of school and student government.*

Age 9 — They know how to participate in classroom elections or decision making, and in student government if available; they know who classroom and school leaders and representatives are; they understand the differing responsibilities of students, teachers, administrators, and the school board.

Age 13 — (In addition to Age 9)
They know what offices and powers their student government has and its limits in relation to the school's adult and legal authority. They know that student government often has little power and usually serves as an interest group rather than as a governing body.

Age 17 — (In addition to Ages 9 and 13)
They understand the costs of education and where the money comes from.

Adult — They know what student government exists at the schools of their children; how active this student government is; what changes or goals, if any, it is trying to achieve. They are aware of what conflicts occur between the students and adult authorities and how decisions or compromises have been and are being reached. They know the major allocations and sources of school funds and the major community influences on school policy.

IV. PARTICIPATE IN DEMOCRATIC CIVIC IMPROVEMENT.

For students there are opportunities to display civic concern and participation. Such participation is important as a civic contribution in itself and also as an indication that they are preparing to meet the responsibilities of adult citizenship. For adults, voluntary participation in planning and improving the community is the substance of their *input* to democracy.

A. *Believe that each person's civic behavior is important, and convey this belief to others.*

Ages 9 and 13 — They are willing to do their share in helping the group or community. They disapprove of doing something

wrong even though "everyone else does it" (e.g., littering, cheating) or neglecting something right because "no one else does it." They ask themselves, "What would be the effect if everyone did this?"

Ages 17 and Adult (In addition to Ages 9 and 13)
They express the belief that each person's civic behavior is important and encourage others to participate effectively in civic affairs. They recognize the combined worth of many individual contributions (e.g., as in voting). They recognize that what they say to others, as well as what they do, has some civic effect. They consider politics to be a worthy interest, and they realize that when citizens turn their backs on a political process, this encourages unresponsiveness of government.

B. *Favor organized civic action where it is needed.*

Age 9 They believe that some shared problems can be dealt with better by cooperative planning and effort among those who share the problem than by each individual trying to work it out alone.

Age 13 (In addition to Age 9)
They have hope that man is capable of alleviating his most serious problems such as war, poverty, disease, overpopulation, poor education, and pollution; and they want to aid in solution of these problems.

Ages 17 and Adult (In addition to Ages 9 and 13)
They recognize that some civic problems, such as transportation, communication or pollution, clearly call for organized action. They are aware that efficient group action on a problem begins with careful planning and coordination and should sometimes be guided by research. They know the importance of community and area planning and development and believe potential problems should be of concern now.

C. *Actively work for civic improvement.*

Age 9 They talk with peers and adults about major civic problems; they visualize answers to these problems and ask others to explain the faults and virtues of their ideas. They occasionally volunteer to help on school projects or activities (e.g., painting mural for

classroom, helping in school office, monitoring, clean-up campaigns) and on community projects such as setting up chairs for a meeting, passing out circulars, or planting trees. They belong to groups which have civic goals, such as conservation groups, and help in charity fund drives. They try to interest peer groups and clubs in achieving desirable civic goals and help each group move toward these goals.

Age 13 (In addition to Age 9)
They actively analyze major school and community problems and work toward their solution. They propose plans and solutions to peers and adults, probing for strengths and weaknesses in each idea, and modify their views and plans accordingly. They initiate improvements in school and community by individual effort, such as writing an article in the school paper or appealing a school decision, or by organized student action, such as petitioning or a public information program.

Age 17 (In addition to Ages 9 and 13)
They attend meetings, read papers, and talk with others about conditions within their community. They seek out and participate responsibly in civic organizations (e.g., service auxiliaries, charity fund-raising groups, safety council, groups for improvement of community appearance, civil rights groups) by voting, holding office, providing transportation, voicing opinions on relevant questions, suggesting activities, serving on committees, publicizing the organization's activities, or simply working. They actively promote efforts to achieve world peace and support promising programs to reduce disruptive social conflict of all kinds. They support effective action to improve physical and mental health. When they see a need for group action they seek out existing groups and individuals who are similarly interested and try to initiate such action. They help form a new group to accomplish the purpose if necessary. They devote most time and effort to the civic problems which they think deserve highest priority.

Adult (In addition to Age 17)
They apply their personal talents and vocational and avocational skills to civic problems, especially where the skill is in short supply and needed. They analyze

major civic problems and propose solutions, which they check against practical constraints and modify accordingly. They try to compose problem-solving groups so that the interests of all those affected will be represented. In representing a group or segment of the community, they carefully and objectively assess the actual needs and views of that group, rather than basing their plans entirely on their own preconceptions of the group's needs. They are willing to endure the conflicts and tensions of civic involvement and do not abandon their civic efforts just because things are not going their way. They multiply their own civic influence by joining or communicating with many of the overlapping interest groups and agencies which are concerned with a given issue. They promote community and area planning. They seek to preserve or enhance the beauty of the environment. They visit local areas of the community to learn of actual conditions and identify problems; they discuss their findings with other citizens privately or in public speeches and writings. They support adequate community facilities for education and training, law enforcement, safety and health, recreation, cultural enrichment, transportation, and communication and fair and economical financing of community projects. They seek better use of human and natural resources and reduction of unemployment. They encourage community improvement programs which help people to solve their own problems rather than force them into dependence on action from outside. They help protect consumer interests and the economic health of the community. They volunteer to lead boys' or girls' clubs; they pick up litter, remove fire hazards, conserve water, and serve the community by other similar voluntary acts. They promote reform of government to make it more effective and more responsive to needs of the citizenry.

D. *Participate in local, state, and national governmental processes.*

Age 9 None.

Age 13 They distribute election campaign literature, help with community surveys, and discuss candidates and issues in school. They vote, campaign, and seek office in student government if qualified; they try to make it a genuine influence on school policies rather than just a mock government. They attend school or civic

meetings and help mobilize the community for participation in governmental processes. They seek appropriate representation of youth in government bodies.

Age 17 (In addition to Age 13)
They encourage adults to vote. They seek to make their efforts to initiate government action more effective by identifying and working through formal and informal sources of governmental power. They work with political youth organizations.

Adult They make certain that their interests are represented in government action by participating directly or by supporting appropriate representatives and interest groups. They seek to make their efforts to initiate government action more effective by identifying and working through formal and informal sources of governmental power. They attend city council meetings and public hearings. They initiate or circulate petitions. They register and vote in public elections. They take an active part in elections and campaigns, working with political parties or independently. They seek and accept public office and other positions of responsibility (e.g., school board, town council, judge, state assembly). They try to recruit competent persons for leadership roles. As elected or appointed public officials, they devote effort to the role appropriate to the commitment, try to discharge it with the public interest as the foremost goal, and conduct public business honestly and openly.

E. *Apply democratic procedures effectively in small groups.*

Age 9 Group situations in which 9-year-olds might be involved include classroom activities, clubs, and recreation teams. In such situations, they help the group move toward its goals. They try to direct group effort toward the best ideas and plans, regardless of who suggests them. They encourage the hearing of different viewpoints before voting on an issue. They abide by democratically determined decisions and follow agreed upon procedures for trying to change a decision (persuasion, petition, etc.). They mediate or seek compromise when others disagree. They are willing to give in when the situation calls for some immediate action, if their own objections are not

serious matters. They explore and take turns with various leader and follower roles.

Age 13 (In addition to Age 9)
They understand that a leader must use his authority but use it responsibly. They know and use basic parliamentary procedure. They value majority rule (without sacrificing constitutional rights of the minority) as the soundest basis for deciding civic policy and electing leaders.

Age 17 Group situations in which 17-year-olds might be involved include student council, committees, clubs, and athletic teams. In such situations they effectively help the group move toward its goal. They call the group's attention to especially good ideas and sound arguments, wherever they come from. They help the group form viable plans. They value majority rule (without sacrificing constitutional rights of the minority) as the soundest basis for deciding civic policy and electing leaders. They support the right of dissenting views to be voiced and encourage adequate discussion before voting. They abide by democratically determined decisions but know the established procedures for trying to change a decision (persuasion, argument, petition, etc.). They mediate and seek compromise and common ground when others disagree. They are willing to give in when the situation calls for some immediate action if their own objections are not serious matters. They understand the responsibilities involved in accepting leadership (e.g., to keep informed on relevant matters; to clarify issues, sum up discussion, and present suggestions to the group; to direct the execution of an agreed-upon plan of action; and to coordinate activities with other groups). They understand that a leader's greater responsibility makes it necessary for him to exercise authority; but they understand that subordinates, too, have responsibilities to the group. They know and use the basic elements of parliamentary procedure.

Adult As for Age 17 except "group situations" refers to meetings of public or private civic groups.

V. UNDERSTAND IMPORTANT WORLD, NATIONAL, AND LOCAL CIVIC PROBLEMS.

However good a citizen's intentions, the civic value of his efforts may depend largely on his understanding of the problems to which he responds. As a minimum he should recognize the urgency of those problems which threaten our survival. Beyond this, his comprehension of ways in which the quality of human life could be improved is a precursor to democratic action to bring about those improvements.

A. *Understand social conflict among individuals, groups, and nations and the difficulties in achieving peace and social harmony.*

Age 9

They understand that individuals often come into conflict with each other, when (a) there are differences of value or opinion; (b) there is competition for certain privileges, material objects, or tokens of success; (c) one person feels himself the victim of another, in terms of his person, his property, or his rights. They understand that human groups may often come into conflict with each other for the same reasons. They understand that conflict between individuals and between groups can often be resolved by discussion and compromise when those individuals have a consideration for others and a sense of group interest. They realize, however, that self-initiated compromise is not always forthcoming and that laws which restrict certain behaviors are necessary to reduce social conflict and to prevent victimization (e.g., murder, plunder, and extortion).

Age 13

(In addition to Age 9)
They are aware that while many laws govern the behavior of individuals and groups within each nation, on the international level there exists no similar enforceable code of laws governing the actions of nations; rather, nations enter into treaty obligations and other commitments to each other at their own volition. They are aware of the United Nations and realize that it provides a meeting place for resolving disputes and bringing world opinion to bear on the issues, but that it is not a court of world law and depends mainly upon discussion and voluntary compromise by the member nations. They are also aware that every national government believes in the moral rightness of its own foreign policy.

Ages 17 and Adult (In addition to Ages 9 and 13)
They are aware that historically international alliances are of short average duration. They know that ideologies and policies change in time and that formerly peaceful nations become aggressive or vice versa (e.g., the nature of the conflict and confrontation between East and West — the "Cold War" — is changing). They realize that the developing nations of the world are engaged in a massive struggle for economic prosperity and political autonomy. They are aware of possible threats to the nation and to mankind, such as escalation of small wars into large ones, nations possessing nuclear weapons, a belligerent or overemotional leadership inciting world war, nuclear war by accident, military unpreparedness when threatened by foreign powers, economic decline of the U.S., racial conflict, and the danger of becoming a police state through overreaction to threat of attack or subversion.

B. *Recognize how different civic policies may affect people's efforts to meet their economic needs.*

Age 9 They understand that some people cannot meet their economic needs independently. They recognize that poverty, food shortage, and overpopulation are serious problems for most of mankind.

Age 13 They are aware of some of the economic problems faced by their own local community, town, and state. They understand that unemployment, poor education, poor housing, and inflation can limit people's capacity to meet their economic needs through their own abilities and efforts. They recognize that extensive training and experience are necessary for many occupations and know some alternative ways in which governmental and private organizations can help meet these needs. They are aware that parallel problems exist in other countries and that on the international level, poverty, food shortage, and overpopulation represent serious challenges to the survival of mankind.

Ages 17 and Adult (In addition to Age 13)
They weigh the merits of different programs to alleviate these problems, such as Social Security, welfare, unemployment insurance, antipoverty pro-

grams, Peace Corps, VISTA, guaranteed annual income, minimum wage laws, and birth control programs.

C. *Recognize major environmental problems and are aware of alternative civic solutions.*

Age 9 — They understand that while man has dramatically increased his control of the environment, many of these advances have also produced substantial environmental problems. They realize the potential and serious consequences of air and water pollution, disease, food shortages, and overpopulation.

Age 13 — They are aware that high population densities and most mills, factories, and vehicles produce water and air pollution; insecticides have produced air and water pollution; control of disease has added to the problem of overpopulation. They realize that these environmental problems are increasing at an accelerating rate and that immediate and adequate controls must be created. They are aware that these problems exist on local, state, national, and world levels and that the developing nations increasingly experience these problems as they industrialize.

Ages 17 and Adult — (In addition to Age 13) They are aware that there exist several ways of controlling these environmental problems (e.g., air and water pollution may be controlled) by new legislation restricting industry and motor vehicles, more detailed planning and cooperation between industry and municipalities, and research into new scientific controls, such as automobile smog devices. They understand the economic, social, and communication advantages which attract people and new enterprises to already overcrowded cities and take these into account in evaluating plans to reduce urban congestion.

D. *See relations among civic problems and particular events.*

Age 9 — They can see parallels between national and international problems and their own interpersonal relations (e.g., conflict, law and order, personal freedom). They understand that civic problems are often interrelated and that, for example, social

conflict or an unpleasant environment may result from economic needs or vice versa.

Ages 13, 17, and Adult — (In addition to Age 9) Given a school or social problem, they can draw on analogous problems and name many factors that should be considered in deciding on a solution. They can give or recognize specific instances of a generally stated problem, and conversely they can recognize general problems and principles when given specific instances. Their ideas for solving social problems are sensible and they do not accept pat answers for complex social problems. They can see important differences between two social phenomena such as picketing and rioting. They can also recognize underlying similarities, contributing causes, and possible effects.

E. *Can generate good ideas about causes and solutions for civic problems.*

Ages 9, 13, 17, and Adult — Given a school or social problem, or specific event, they can produce sound alternative explanations about causes and solutions. They put hypotheses to critical test and modify them in light of new evidence without regard to previous commitments to a specific thought or action.

VI. APPROACH CIVIC DECISIONS RATIONALLY.

Intuitive approaches to problems are often quite successful, especially in creating ingenious new solutions and techniques, and should be capitalized on whenever they are promising. Since intuition is largely unpredictable and untrainable, however, educational improvement of the quality of civic decisions must focus mainly on rational decision skills. A rational approach to civic problems includes planning, obtaining relevant information and evaluating it critically, weighing alternatives open-mindedly, anticipating consequences, and communicating with others. Some of these skills can begin to form by age 9 and should be rapidly developing toward full capacity by age 13. Although at this age their own personal lives are still their main concern, they should be gaining information, communicating, and thinking independently about broader matters of social interest. Seventeen-year-olds or adults should realize that if informed rationality is the most promising approach to problem solving, then in a democracy, it is essential that informed rationality be widespread among the citizenry, for in the long run the burden of solving society's problems is theirs. Universal education and free, open communication help a society to solve its problems rationally, first, by stimulating the spread of wisdom as widely and quickly as possible

consequently by the more enlightened judgments which the citizenry eys to its leaders and policy makers.

A. *Seek relevant information and alternative viewpoints on important civic decisions.*

Age 9 They try to understand opposing viewpoints on any social controversy of interest to them. They ask questions about such issues and, if necessary, probe for more complete answers by further questioning; they do this with other students, teachers, parents, and other family members and especially with persons who have unique experience or expertise to share. They have the habit of listening attentively and open-mindedly to what any other person may say without prejudging its merit.

Age 13 (In addition to Age 9)
They make use of public sources of information such as books, magazines, newspapers, T.V., radio, and authorities and are aware that a single source may present only one side of a story. They are especially attuned to information on urgent social problems about which they can expect to make future decisions.

Ages 17 and Adult (In addition to Age 13)
They seek full understanding of various viewpoints on any important civic issue. They ask questions about such issues, and, if necessary, probe for more complete answers by discussion and further questions; they do this at work, at school, at home, with friends, and especially with persons who have unique experience or expertise to share. They have the habit of listening attentively and open-mindedly to what any other person may say without prejudging its merit, even if they are already committed to a contrary cause or plan of action.

B. *Evaluate civic communications and actions carefully as a basis for forming and changing their own views.*

Age 9 They question the authority or evidence for doubtful assertions, such as rumors or advertising claims. They recognize grossly illogical statements. They are not easily influenced or swayed by other students' evaluative judgments but do not hesitate to change their opinion when their own error dawns on them.

They look beyond emotional rhetoric and seek the substance of a message, if any. They clearly separate what a person says from who he is and can objectively examine the merit of his message apart from his status. They are beginning to form their own values and beliefs.

Age 13 (In addition to Age 9)
They recognize unstated assumptions and challenge illogical or deceptive arguments. They evaluate a leader or candidate more by the sensibleness of his civic views and actions than by his looks and personality. They recognize evasiveness and double talk and are aware of the kinds of personal motives which can bias or conceal a point of view.

Ages 17 and Adult (In addition to Age 13)
When faced with contradictory information or a rumor, they seek verification rather than passing it on unquestioned as truth. They question the authority or evidence for doubtful assertions, especially political accusations and advertising claims and evaluate the adequacy of such authority or evidence realistically. They are not easily influenced or swayed by others' evaluative judgments but do not hesitate to change their opinions in the light of convincing new evidence. They form their own values and beliefs by integrating their own unique experience with other relevant information. They can state rationales for their convictions on social issues, and they can specify information which would cause them to change their opinions. They look beyond emotional rhetoric and seek the substance of a message, if any. They clearly separate what a person says from who he is and can objectively examine the merit of his message apart from his status.

C. *Plan and organize civic tasks effectively.*

Age 9 By way of acquiring planning skills which will become increasingly useful as they make more civic decisions, they try to get clearly in mind what they want and to evaluate alternative ways of doing it before they begin a complex task. They carry out such a task with efficiency, using all available resources (e.g., in drafting a class petition to the county to preserve a local wooded area).

Age 13 (In addition to Age 9)
They can organize a group project effectively. Given a complex task such as tutoring another student or conducting an opinion poll, they can outline a sensible plan for carrying it out.

Age 17 (In addition to Ages 9 and 13)
In making civic decisions they examine alternatives and weigh consequences in terms of all their relevant values and loyalties. They define the problem and the desired outcomes clearly, explore alternatives and their possible consequences carefully, make a timely decision in light of all known relevant factors, evaluate the results objectively, and modify their views and plans accordingly.

Adult (In addition to Age 17)
They recognize that a single decision often involves conflicting values or loyalties (e.g., job vs. family, nation vs. religion, freedom vs. security) and face them rationally, neither rejecting one value outright nor trying to ignore it. They are not drawn into hasty action by the emotional fervor of an excited group or mob. They can carry out a task or organize a group project with efficiency, using all available resources. Given a complex task, such as coordinating a charity fund drive, or organizing a community council, they can outline a sensible plan for carrying it out.

D. *Support open, honest communication, and universal education.*

Age 9 They willingly and clearly express their own views on school and social matters and encourage open discussion of all issues. They give honest rather than socially approved answers, even if it means disagreeing with the group or the teacher. They do not distort facts nor misrepresent others' viewpoints.

Age 13 (In addition to Age 9)
They recognize the following values of communication and education: becoming aware of others' viewpoints, increasing one's own store of knowledge, keeping an open mind, testing one's own opinions and theories, making better civic decisions, gaining practice in expressing thoughts to others, and causing others to evaluate their own ideas. They understand the following arguments for universal education: the economic vitality of the nation depends on maximum

utilization of everyone's ability and rational participation by citizens strengthens a democratic government.

Age 17 and Adult (In addition to Age 13)
Except in narrowly defined areas such as personnel evaluations or strategic defense plans, where a limited degree of secrecy is justified, they believe in press and media coverage of all government operations and full disclosure of all information of civic concern; they protest when unethical behavior is concealed to protect the guilty. They encourage the hearing of dissenting viewpoints among friends, in school, at work, and at public meetings. They disapprove of the suppression of unpopular views and the censorship of books, T.V., movies, etc., for political reasons. They urge editors to present more than a single viewpoint on an issue. They see the dangers of having all newspapers and mass media controlled by the same few persons. They willingly and clearly express their own views on civic and social matters, however controversial the issue. They make a special effort to communicate promising ideas and supporting information to persons who have a greater than average influence on public decisions. They encourage and participate in open discussions; they give honest rather than socially approved answers, even if it means disagreeing with the group. They do not distort facts nor misrepresent others' viewpoints. They do not stop communicating altogether with someone just because they disagree. They help circulate widely facts and beliefs that might have civic impact by writing letters to editors or representatives, telephoning others in the community, helping to publish or circulate printed matter, and by frank discussions. They advocate new sources and types of public information where needed. They favor continual improvement of the quality and relevance of formal education for all Americans and support effective private and governmental programs for this purpose.

VII. HELP AND RESPECT THEIR OWN FAMILIES.

Many family matters are only indirectly related to citizenship. The behaviors described below are those which seem most relevant to nurturing good citizenship in other family members. It is likely that most of the educational effect of parents on their children takes place through the parents' own

behavior as a model. Therefore, a great share of parental behavior appropriate to this objective has already been listed under other objectives.

A. *Cooperate in home responsibilities and help provide for other family members.*

Age 9 — They comply with their parents' wishes generally. They inform their parents of their plans and ask permission when they know parents expect to be asked. They return home at the time agreed and make an effort to notify their parents when they are going to be delayed. When they disagree with parents, they appeal to them openly rather than covertly disobeying. They do not deliberately frustrate or embarrass their parents and they respect the feelings of other members of the family. They keep their own things in order and help with home chores. They are careful with home furniture and other family property. They help care for younger brothers and sisters and invalid family members. In case of sickness, death, fire, inadequate food or shelter, or other emergency, they seek appropriate outside help.

Age 13 — (In addition to Age 9)
They can accept personal disappointments and the need to make sacrifices or forego pleasures in times of family crisis, and they try to accommodate their own plans to other family members' schedules.

Age 17 — (In addition to Age 13)
They consider the feelings of others in the family and do not deliberately frustrate or embarrass them. They do their share to keep the household in order. They help care for younger brothers and sisters and invalid family members. In case of sickness, death, fire, inadequate food or shelter, or other emergency, they seek appropriate outside help. When their help is needed in the economic support of their families and dependents, they try to contribute by working or by preparing for a gainful occupation to the extent they are able.

Adult — They create a warm, accepting home environment in which children can feel worthwhile, wanted, and loved. They provide a nutritious diet, medical and dental care, and protection from dangers such as fire, poisons, electricity, firearms, injury by others, street traffic, and deep water. They teach their children

emergency procedures and first aid, caution with strangers, and the values of adequate sleep, diet, exercise, cleanliness, and good health. They know generally where their children are and do not leave young children without a baby-sitter. They look out for the needs of all family members, including aged or ill relatives. As heads of households, they provide financial support for their families to the best of their abilities. They consider the reasonable current financial needs of other members of the family along with other necessary expenses and plan their spending accordingly.

B. *Instill civic values and skills in other family members.*

Ages 9, 13, and 17 — They invite their younger brothers and sisters to join them in a variety of broadening activities such as reading, playing, working, building things, or planning a day. They share belongings and teach their youngers to use them responsibly. They teach younger children how to do things. They answer questions patiently and interpret their own experiences for the benefit of the younger children but do not dominate their lives.

Adult — They discuss matters openly with children and respect their views. They expose their children to a variety of experiences and provide a conducive environment for learning. As their children grow, they give them an increasingly greater freedom of choice and responsibility for their own lives; they encourage them to anticipate both immediate and long-term consequences in decisions such as saving or spending money, learning skills, and taking on commitments. They teach their children cultural and subgroup expectations concerning social behavior and help them to critically evaluate social norms in terms of their own values. They praise and encourage their children's cooperative, considerate, or ethical behavior toward others. They avoid inflicting harsh or unwarranted punishment on their children and protect them from abuse by others, but they do not exempt their children from public laws. They insist that children fulfill voluntary commitments. They explain society's rules and their own demands to children by pointing out the important values and consequences at stake, rather than in terms of absolute authority. They teach their children to

prefer open protest through orderly channels (e.g., parents, teachers) rather than covert defiance and secrecy. They teach honesty in communication and in other human relationships. They encourage their children to appreciate individual differences and to respect the dignity of all human beings. They maintain their own sense of perspective and compassion for their children throughout times of trial and alienation.

Appendix A

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June 1969

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Appendix D

AIR REVIEW OF REVISIONS

August 7-8, 1969

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Appendix E

LAY REVIEW CONFERENCE, REVISED CITIZENSHIP, SCIENCE, AND WRITING OBJECTIVES

September 17-19, 1969
Statler-Hilton Inn
Ann Arbor, Michigan

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Appendix F

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February 1970

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